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ABSTRACT

This document profiles student music development elaborated by the Transcona-Springfield School Division No. 12 (Manitoba, Canada); it consists of separate charts for grades 1-5 containing: a student performance key (from 5 to 1) and learning outcome areas (performance skills, music literacy, critical listening and reflection, creative ideas development, and interdisciplinary connections). The document provides space for comments/observational notes. It also provides a grid space for classifying student performance. (BT)

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SO 033 898

Transcona-Springfield School Division No. 12

MUSIC DEVELOPMENT PROFILES GRADES ONE TO FIVE

January 31, 2001

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Transcona-Springfield School Division No. 12
Music Development Profile: GRADE ONE

Student's Name: _____ Room: _____

Student Performance Key:

5 The student demonstrates superior understanding of concepts and applies skills independently and purposefully.
4 The student demonstrates understanding of concepts and proficiency of skills in a variety of ways.
3 The student consistently demonstrates understanding of concepts and application skills.
2 The student is beginning to demonstrate understanding and skills with structured support.
1 The student is not yet demonstrating essential skills and understanding of concepts.

LEARNING OUTCOME AREAS:	Student Performance				
1.1 Performance Skills	**5**	**4**	**3**	**2**	**1**
1. Respond to the pulse or recurring beat of the music as in 4/4					
2. Respond to rhythmic pattern through echo play & performance					
3. Distinguish between beat & rhythmic pattern					
4. Demonstrate an awareness of the duration of sounds & silences					
5. Sing or play accent or stronger beats in music (accent written as >)					
6. Respond to changing tempo & dynamics in performance					
7. Sing and/or play simple pieces with a range of 6 notes (*d to b*) accurately with feeling & expression					
8. Perform simple ostinato patterns on non-pitched percussion & barred instruments (simple tonic bordun, chord/level bordun)					
9. Participate in sharing music with others in informal & more formal contexts (i.e. peer sharing, assemblies, theme days, concerts, festivals)					

1.2 Music Literacy	**5**	**4**	**3**	**2**	**1**
1. Read & write simple rhythmic patterns of quarter note, quarter rest & eighth notes ♩, 𝄽, ♫					
2. Recognize *s-m-l* on a staff					
3. Identify & interpret symbols for dynamics: loud (f), soft (p), crescendo (<), Diminuendo (>)					

1.3 Critical Listening and Reflection	**5**	**4**	**3**	**2**	**1**
1. Differentiate between high & low pitches					
2. Analyze melodic shape for ascending, descending & repeated tones					
3. Distinguish between different tempi					
4. Recognize aurally previously learned melodies					
5. Differentiate between a melody and an accompaniment					

Student's Name: _____ Room: _____

1.3 Critical Listening and Reflection (continued)	5	4	3	2	1
6. Aurally identify music phrases/sections that are same & different					
7. Aurally identify various classroom instruments					
8. Aurally identify the dynamics in music					
9. Remember two-tone melodic phrases (inner hearing)					
10. Express feelings & thoughts about personal, peer & professional performances					

1.4 Creative Idea Development	5	4	3	2	1
1. Improvise short, speech, rhythm, melodic or movement phrases in musical games					
2. Create soundscapes or sound stories					
3. Create music based on known pitch & rhythm sounds					

1.5 Interdisciplinary Connections	5	4	3	2	1
1. Experience various masterworks through active listening					
2. Identify the styles of familiar compositions (i.e. march, lullaby)					
3. Participate in songs, dances & rhythmic games from Canadian & other world cultures					
4. Recreate music in appropriate performance style					

Term 1 Comments/Observational Notes:

Term 2 Comments/Observational Notes:

Term 3 Comments/Observational Notes:

Transcona-Springfield School Division No. 12
Music Development Profile: GRADE TWO

Student's Name: _____ Room: _____

Student Performance Key:

5 The student demonstrates superior understanding of concepts and applies skills independently and purposefully.
4 The student demonstrates understanding of concepts and proficiency of skills in a variety of ways.
3 The student consistently demonstrates understanding of concepts and application skills.
2 The student is beginning to demonstrate understanding and skills with structured support.
1 The student is not yet demonstrating essential skills and understanding of concepts.

LEARNING OUTCOME AREAS:	Student Performance				
2.1 Performance Skills	**5**	**4**	**3**	**2**	**1**
1. Play simple rhythmic ostinato patterns in duple & triple meters					
2. Perform even & uneven rhythmic patterns through echo play					
3. Perform accompaniment ostinato patterns (moving borduns/ two instruments, three borduns/chord, broken, level)					
4. Sing in tune a range of *d to c'* with correct technique, expression & posture					
5. Maintain independence while other students sing or play contrasting parts					

2.2 Music Literacy	**5**	**4**	**3**	**2**	**1**
1. Read simple rhythmic ostinato patterns in duple & triple meters					
2. Read & write rhythmic patterns including symbols for the tie, half, dotted half, whole notes & rests					
3. Identify & interpret the following signs & symbols: accent >, measure l–l, bar line l , repeat sign :‖ , double bar line‖, time signature 2/𝅗𝅥 , 3/𝅗𝅥					
4. Write rhythms dictated aurally					
5. Answer rhythmic questions in rhythmic dictation					
6. Read & write simple melodies using *s-m-l-d-r*					
7. Identify & read a simple sequential pattern of like & unlike phrases (i.e. AB, ABA, AABA, rondo forms)					

Student's Name: _____ Room: _____

2.3 Critical Listening and Reflection	5	4	3	2	1
1. Recognize long & short sound durations; distinguish between even & uneven rhythm					
2. Identify & interpret a 4/4 time signature					
3. Recognize low *d* as the tonal centre or "home tone"					
4. Identify upward & downward movement of a melody by step or skip					
5. Recognize repeated tones					
6. Identify repeated tonal patterns & like phrases aurally & visually					
7. Recognize simple melodic & rhythmic patterns in songs					
8. Identify like & different phrases aurally & visually					
9. Identify cumulative & verse-refrain form in familiar songs					
10. Recognize & read simple sequential patterns of alternating like & unlike phrases					
11. Identify common orchestral sounds (violin, trumpet, flute)					
12. Perform known songs while alternating between vocalization & inner hearing (i.e. pop-up puppet, stop & go game)					
13. Express feelings & thoughts about personal, peer & professional performances					

2.4 Creative Idea Development	5	4	3	2	1
1. Create melodies for a given verse or rhythm					
2. Create accompaniments using pentatonic ostinato patterns					
3. Experiment with a variety of instruments & sound sources for particular expressive purposes (i.e. mood, character)					
4. Improvise rhythmically & melodically using a variety of classroom instruments					
5. Improvise answer phrases through speech, singing, playing or movement					
6. Compose using all known rhythmic & melodic symbols					

2.5 Interdisciplinary Connections	5	4	3	2	1
1. Understand composers in their artistic, cultural & historical contexts					
2. Identify the styles of familiar compositions (i.e. classical, popular)					
3. Perform songs, instrumental works & dances from Canadian & other world cultures authentically & expressively (i.e. Ojibway, Japanese)					
4. Identify the major features of familiar styles					
5. Use music & sound as a way to learn about other disciplines					

Student's Name: _____ Room: _____

Term 1 Comments/Observational Notes:

Term 2 Comments/Observational Notes:

Term 3 Comments/Observational Notes:

Transcona-Springfield School Division No. 12
Music Development Profile: GRADE THREE

Student's Name: _____ Room: _____

Student Performance Key:

5 The student demonstrates superior understanding of concepts and applies skills independently and purposefully.
4 The student demonstrates understanding of concepts and proficiency of skills in a variety of ways.
3 The student consistently demonstrates understanding of concepts and application skills.
2 The student is beginning to demonstrate understanding and skills with structured support.
1 The student is not yet demonstrating essential skills and understanding of concepts.

LEARNING OUTCOME AREAS:	Student Performance				
3.1 Performance Skills	**5**	**4**	**3**	**2**	**1**
1. Demonstrate aural memory through melodic and/or rhythmic inner hearing exercises					
2. Sing and/or play accurately & expressively pieces with a range of *B to d'*					
3. Perform *d'* & the octave, using hand signs					
4. Sing & play melodies in a scalewise/stepwise fashion					
5. Play & sing songs which use I, IV & V harmony					
6. Sing & play songs using varied types of harmony such as: rounds, canons, partner songs , echo songs & vocal ostinato patterns					
7. Conduct in 4/4					
8. Perform accompaniment ostinato patterns (arpeggiated bordun/moving bordun) on pitched percussion instruments					
9. Sing or play an independent part with others playing or singing contrasting parts					

3.2 Music Literacy	**5**	**4**	**3**	**2**	**1**
1. Read & write triplets & sixteenth notes					
2. Notate rhythmic patterns of increasing levels of difficulty as dictated by the teacher					
3. Read rhythm canons & ostinato patterns					
4. Learn the letter names of the lines & spaces of the musical staff					
5. Identify & interpret time signatures of 2/4 & 3/4					
6. Read & write *d-r-m-s-l-d'* on a staff					

Student's Name: _____ Room: _____

3.3 Critical Listening and Reflection	5	4	3	2	1
1. Recognize the relationship of the triplet to the pulse in simple meters (beat subdivides into three equal sounds)					
2. Identify intervals using *d-r-m-s-d'-l*					
3. Distinguish aurally between major & minor sounds					
4. Identify phrase lengths through singing, moving, playing or drawing slurs on a score					
5. Identify simple sequential & contrapuntal forms (i.e. binary, ternary, rondo, canon)					
6. Identify introduction, code, interlude & main theme					
7. Identify common instrument families of the orchestra by sound & appearance (i.e. string, woodwind, brass, percussion)					
8. Express personal preferences in music & discuss responses to musical works					

3.4 Creative Idea Development	5	4	3	2	1
1. Improvise, create or compose with triplets & sixteenth notes					
2. Create short melodies from the five-note pentaton					
3. Create movement sequences or instrumental accompaniments to songs & poems					
4. Improvise the contrasting themes for simple rondos					
5. Create simple introductions, interludes & codas					
6. Explore pentatonic improvisation to create contrasting sections of music					

3.5 Interdisciplinary Connections	5	4	3	2	1
1. Demonstrate basic understandings of the life & works of select composers					
2. Differentiate between familiar genres & styles of music					
3. Continue to use music as a way to learn about other disciplines					
4. Sing, play & dance more complex styles of music from Canada & a variety of other world cultures & historical periods					

Term 1 Comments/Observational Notes:

Student's Name: _____ Room: _____

Term 2 Comments/Observational Notes

Term 3 Comments/Observational Notes

Transcona-Springfield School Division No. 12
Music Development Profile: GRADE FOUR

Student's Name: _____ Room: _____

Student Performance Key:

5 The student demonstrates superior understanding of concepts and applies skills independently and purposefully.
4 The student demonstrates understanding of concepts and proficiency of skills in a variety of ways.
3 The student consistently demonstrates understanding of concepts and application skills.
2 The student is beginning to demonstrate understanding and skills with structured support.
1 The student is not yet demonstrating essential skills and understanding of concepts.

LEARNING OUTCOME AREAS:	Student Performance				
4.1 Performance Skills	**5**	**4**	**3**	**2**	**1**
1. Sing and/or play in tune a range of *e to d'* using varied types of harmony (i.e. ostinati, canons, partner songs, simple descants)					
2. Perform songs in AB, ABA & rondo form					
3. Begin performing on other pitched instruments (recorder, handbells)					
4. Conduct in 2/4 and 3/4					
5. Experience 6/8 time					
6. Sing and/or play major & minor (aeolian) diatonic scales					
7. Perform music using *f and t*					
8. Perform accompaniment patterns on pitched percussion instruments (I-V)					

4.2 Music Literacy	**5**	**4**	**3**	**2**	**1**
1. Recognize intervals of a 4th and 5th					
2. Recognize *s, and l,* in reading music					
3. Recognize *f and t* in the context of the major scale					
4. Recognize minor pentatonic, visually & aurally					
5. Read & write rhythms including the dotted quarter followed by the eighth, syncopation, and eighth rest in 2/4, 3/4 and 4/4 ♩. ♪ , ♪ ♩ ♪ , 𝄾					
6. Demonstrate basic understanding of simple score reading for pitched instruments (i.e. clefs, meter, key signature, staff, notes)					
7. Recognize aurally & visually music that starts on the upbeat					

Student's Name: _____ Room: _____

4.3 Critical Listening and Reflection	5	4	3	2	1
1. Recognize aurally canons & partner songs					
2. Recognize melodic & rhythmic patterns					
3. Identify & describe the expressive elements of music & their relationship to mood (i.e. dynamics, tone colour, tempo)					
4. Identify the instruments of the orchestra					
5. Demonstrate a beginning appreciation of opera					
6. Recognize theme & variations ($AA_1A_2A_3$ ...)					

4.4 Creative Idea Development	5	4	3	2	1
1. Use *d-r-m-s-l-d'-s-l,* in creating music					
2. Use major & minor pentatonic scales in creating music					
3. Construct simple compositions using a variety of mediums using familiar rhythms, pitches, scales & forms					
4. Improvise question & answer phrases with the voice, body, non-pitched & pitched instruments					
5. Arrange a musical form or alter the form of a known piece					

4.5 Interdisciplinary Connections	5	4	3	2	1
1. Identify instruments of other cultures					
2. Continue to experience music of various cultures in inter-disciplinary contexts (i.e. study Mexican/African music within a Social Studies unit)					
3. Make comparisons between familiar genres & styles of music					
4. Continue to use music as a way to learn about other disciplines					
5. Demonstrate appreciation for various masterworks from different periods of music history					

Term 1 Comments/Observational Notes:

Student's Name: _____ Room: _____

Term 2 Comments/Observational Notes:

Term 3 Comments/Observational Notes:

Transcona-Springfield School Division No. 12
Music Development Profile: GRADE FIVE

Student's Name: _____ Room: _____

Student Performance Key:

5 The student demonstrates superior understanding of concepts and applies skills independently and purposefully.
4 The student demonstrates understanding of concepts and proficiency of skills in a variety of ways.
3 The student consistently demonstrates understanding of concepts and application skills.
2 The student is beginning to demonstrate understanding and skills with structured support.
1 The student is not yet demonstrating essential skills and understanding of concepts.

LEARNING OUTCOME AREAS:	**Student Performance**				
5.1 Performance Skills	**5**	**4**	**3**	**2**	**1**
1. Sing and/or play more complicated ostinato accompaniment patterns (I-IV-V)					
2. Sing in two-part harmony (i.e. descants)					
3. Perform music in a variety of meters, including 6/8					
4. Sing and/or play in tune a range of *d to d'* with correct technique & proper expression					

5.2 Music Literacy	**5**	**4**	**3**	**2**	**1**
1. Read & write the eighth note followed by two sixteenths, & two sixteenths followed by an eighth note ♫ , ♫					
2. Recognize tone & semitone visually as well as aurally					
3. Read & interpret accidentals including the sharp, flat & natural symbols (#,					
4. Identify the home tone from C, D, F & G majors					
5. Write major scales in C, F & G					
6. Recognize that irregular meters are made up of duple & triple rhythmic patterns					
7. Understand the relationship of the bass clef to the grand staff					

5.3 Critical Listening and Reflection	**5**	**4**	**3**	**2**	**1**
1. Aurally identify the meter of music					
2. Recognize aurally the minor scale					
3. Recognize song forms such as: ballads, spirituals, sea shanties, folk songs & composed songs					
4. Recognize soprano, alto, tenor & bass voicing					

Student's Name: _____ Room: _____

5.3 Critical Listening and Reflection (continued)	5	4	3	2	1
5. Identify the instruments of the orchestra & the orchestral families					
6. Recognize various groupings of instrumental ensembles such as woodwind quintets, string quartets, trios for various combinations of instruments					
7. Listen to music critically & with discernment (i.e. identify instruments, discuss elements, mood, meaning, quality of performance, etc.)					

5.4 Creative Idea Development	5	4	3	2	1
1. Improvise longer question & answer phrases vocally, instrumentally and/or kinesthetically					
2. Continue to create accompaniments					
3. Compose/improvise using all known & new rhythmic & melodic symbols					

5.5 Interdisciplinary Connections	5	4	3	2	1
1. Participate in songs, dances & listening activities from different regions of Canada					
2. Demonstrate a basic understanding of the life & works of one Canadian composer					
3. Compare & analyze the characteristic use of the elements of various art forms to express a particular theme (i.e. How are ideas about the Prairies communicated artistically through poetry, visual art or music?)					

Term 1 Comments/Observational Notes:

Term 2 Comments/Observational Notes:

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Student's Name: _____ Room: _____

Term 3 Comments/Observational Notes: